



DEPARTMENT OF THE NAVY

COMMANDING OFFICER
TRARON EIGHT SIX
390 SAN CARLOS RD SUITE G
PENSACOLA FLORIDA 32508-5503

IN REPLY REFER TO:

TRARONEIGHTSIXINST 5351.1G

N8

7 OCT 2014

TRARON EIGHT SIX INSTRUCTION 5351.1G

Subj: NAVAL AVIATION TRAINING CLASS ADVISOR PROGRAM (NATCAP)

Ref: (a) COMTRAWINGSIXINST 5351.1E
(b) CNATRAINST 5351.1B

Encl: (1) Class Advisor Responsibilities
(2) VT-86 Student Training Jacket/Class Advisor Sheet
(3) Guidelines for Counseling
(4) CNATRA Form 1542/66, Jacket Review Divider
(5) CNATRA Form 1542/16, Supplementary Jacket Form

1. Purpose. To provide policy, guidance and procedures for administration of the Naval Air Training Class Advisor Program (NATCAP) and implementation of Navy Regulation guidance regarding the advising of junior officers, as outlined in references (a) and (b). This instruction is a complete revision and should be reviewed in its entirety.

2. Cancellation. TRARONEIGHTSIXINST 5351.1F

3. Discussion. The intent of the Naval Aviation Training Class Advisor Program is to provide students the assistance required to more effectively complete flight training and continue to develop into professional officers. A Class Advisor will be assigned to each student in a class and will ensure proper mentoring of students by resolving training difficulties, expanding students' awareness of the culture that exists in aviation, increasing students' sense of belonging, and ensuring students are provided the best possible training environment. The program is not a substitute for other established assistance programs such as medical, legal, or religious. Administration of this program will be a "special interest" item during CNATRA Training Assessment/Policy Reviews.

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4. Action

a. Student Control Officer. The Student Control Officer, and the Assistant Student Control Officer will manage the Class Advisor Program and ensure performance of the following specific duties:

(1) Assign one Instructor Pilot and one Instructor NFO to the incoming class as the Class Advisors and assign the senior U.S. military officer student in a class as the class leader.

(2) Keep Class Advisors informed on matters pertaining to their students (e.g., marginal or unsatisfactory performance).

(3) Explain the Command's Class Advisor Program and provide a copy of advisor and student roles to each instructor and student upon squadron check-in, enclosures (1) and (3).

(4) Provide adequate documentation of advisor/class/student interaction, using memoranda or enclosure (5), to include number of Class Advisor/student meetings and significant professional or personal problems that may affect a student's completion of training.

(5) Conduct weekly Student Control meetings with all students at 0700 on the first working day each week.

b. Scheduling Officers. Coordinate with Student Control the assignment of advisors from the squadron instructor cadre to incoming students and list the name of each advisor on the Wing Leaders' board adjacent to the appropriate student name.

c. Class Advisor. The program is dependent on regular, effective interaction between advisors and students. The advisor **shall** meet with the student a minimum of **once per week** and as needed. The advisor shall perform the following tasks:

(1) Attempt to resolve interpersonal difficulties within the command.

(2) Act as mentor and role model in resolving training-related difficulties. Provide a leadership and ethics role model as part of the continuing development of officer qualities.

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(3) Conduct and document weekly reviews to monitor class and student progress.

(4) Counsel students experiencing training or personal difficulties or any student who is considering leaving the flight training program, i.e., "drop on request" (DOR).

(5) Conduct weekly Aviation Training Jacket (ATJ) reviews to monitor progress and ensure ATJ correctness and completeness.

(6) Conduct ATJ reviews and counseling with those students identified as having marginal or unsatisfactory performance. Provide recommendations for remediation to the Student Control Officer.

(7) Interview students whose progress results in an unsatisfactory event or a progress check, referring the student to the Student Control Officer with any recommendations for further counseling or remediation.

(8) Inform Student Control of potential student problems that could impact successful completion and inform students of potential alternative training tracks.

(9) Encourage class cohesiveness and camaraderie through inclusive, militarily appropriate events.

d. Students. The Class Advisor Program is designed for the student's benefit and will depend on student initiative. The Class Advisor is the first link in the chain of command and should be the first person contacted when trying to resolve issues that arise either on or off base. The following are specific student responsibilities:

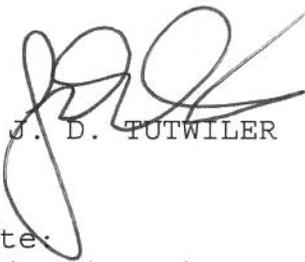
(1) Meet with the Class Advisor within one week of class check-in to make the advisor aware of the student's residence/phone information, discuss the student's flight and service records, and make the advisor aware of any issues that may detract from training.

(2) Initiate a meeting with the Class Advisor weekly and as a result of any personal problems such as emergency leave or illness that may affect the progress of training.

(3) Maintain records of advisor-student meetings in the ATJ on enclosure (4).

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5. Documentation. This program will use documentation provided in reference (b). Enclosure (4) shall be used to document interviews and progress reviews. In the event more detailed information needs to be documented, enclosure (5) will be used.



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Distribution:

Electronic only, via VT-86 Website:

<https://www.cnatra.navy.mil/tw6/vt86/Instructions.asp>

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CLASS ADVISOR RESPONSIBILITIES

1. As student Class Advisor, you are tasked with the responsibilities as outlined in CNATRAININST 5351.1B, to include:
 - a. Assume primary advisor duties for students assigned. Arrange for an alternate advisor should you be unavailable for a period of more than one week.
 - b. Be familiar with the personal history of each student, including educational background, marital status, previous military or flight experience, hometown, performance indicators such as AQT/FAR and previous flight training scores. Students should be fully aware of their responsibility to meet performance standards and that failure to do so may result in attrition.
 - c. Attempt to resolve interpersonal difficulties within the command.
 - d. Act as mentor and role model in resolving training-related difficulties. Provide a leadership role model as part of the continuing development of officer qualities.
 - e. Conduct and document weekly reviews to monitor class and student progress.
 - f. Counsel students experiencing training or personal difficulties or any student who is considering leaving the flight training program, i.e., "drop on request" (DOR).
 - g. Conduct weekly Aviation Training Jacket (ATJ) reviews to monitor progress and ensure ATJ correctness and completeness.
 - h. Conduct ATJ reviews and counseling with those students identified as having marginal or unsatisfactory performance. Provide recommendations for remediation to the Student Control Officer.
 - i. Interview students whose progress results in an unsatisfactory event or a progress check, referring the student to the Student Control Officer with any recommendations for further counseling or remediation. The advisor should attempt to determine the reason for the student being behind and provide guidance to the student to correct the problem. If an advisor

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feels additional counseling is necessary due to a student being unresponsive to counseling at the advisor level, the advisor shall refer the student to the Student Control Officer for further counseling.

j. Encourage class cohesiveness and camaraderie through inclusive, militarily appropriate events.

k. Counsel students on officer-like qualities.

l. Inform the Student Control Officer should conditions preclude performance of any or all advisor duties.

m. Document all interviews, counseling sessions, and jacket reviews, on enclosure (4). If more detailed information needs to be documented, use enclosure (5).

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VT-86 STUDENT TRAINING JACKET CLASS ADVISOR SHEET

1. Student Responsibilities:

a. Since the advisor program is for YOUR BENEFIT, it is YOUR RESPONSIBILITY to use this program to aid in the completion of the flight program. Unless otherwise directed, the advisor is your first link in the chain of command and should be the first person contacted when trying to resolve problems or difficulties that arise either on or off base. As a minimum, you must perform the following:

(1) Seek an initial interview with your advisor within one week of reporting to the squadron. The primary function of this interview is to provide data relating to your residence, examine your flight and service record, make the advisor aware of problems which may detract from attention to your duties and to ensure you understand what is required to successfully complete the syllabus.

(2) Inform your advisor of any personal problems that may affect your flight progress and arrange a meeting to discuss the problems.

(3) In the event you receive an "Unsatisfactory" or "Marginal" for any event, contact your advisor to arrange an interview.

(4) Seek out your advisor and arrange meetings weekly and as necessary.

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VT-86 NFS TRAINING JACKET
Class Advisor Sheet

This form and NFS's Junk Jacket are to be taken by NFS to his/her Class Advisor within five working days of checking into VT-86 and are to be reviewed at least weekly thereafter.

CLASS ADVISOR CHECKLIST:

Each NFS will be responsible for reporting to his/her Class Advisor on a weekly basis for a Training Jacket review.

The Class Advisor will ensure that:

1. NFS's weekly calendar is up to date.
2. All grade sheets are present and complete (including dates, flight times, and signatures).
3. All assigned and unassigned training is documented and dated.
4. Both NFS and Class Advisor sign Jacket Review Divider.
5. A Stand-by Class Advisor is assigned should the NFS's own Class Advisor be unavailable for more than one week.

NFS'S CLASS _____ TODAY'S DATE _____

NFS:

NAME _____
 ADDRESS _____
 PHONE _____
 SPOUSE _____

CLASS ADVISOR:

NAME _____
 ADDRESS _____
 PHONE (WORK) _____ (HOME) _____

SPECIAL INSTRUCTIONS

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GUIDELINES FOR COUNSELING

1. The first requirement of any counseling session is to establish a good student-advisor relationship. The student must feel the advisor is genuinely interested in their progress and that problems can be freely discussed. This may be one of the few opportunities to discuss non-military specific issues.
2. Most student problems are not new. The advisor, particularly the experienced instructor, has probably encountered students with the same problems in the past. The advisor should use experience in dealing with such problems and their corrective actions, yet must be careful to treat each student as an individual.
3. The advisor should try to help the student determine the reason and solution for the problems on his or her own. If the student comes to the correct conclusion as to why there is trouble, they may be more receptive to the remedial action.
4. For a student experiencing academic difficulties, counseling should lead to some type of academic corrective action.
5. In the normal course of the flight program, procedures and techniques for pursuing qualification are made known to students. The advisor supplements these formal methods with advice based on the advisor's own experience.
6. Since counseling involves personnel who may think and act differently, senior Training Department members must be alert to problems that may develop as a result of these personal encounters and be prepared to assign new advisors to the students.
7. The advisor should make it clear to the student that corrective action as a result of an academic or flight problem is not disciplinary action.
8. For problems outside the scope of the advisor's training and experience, the advisor should refer the student to the proper authorities for help. This is especially true in areas where "professional help" may be needed. Professional help may include, but is not limited to, medical and psychiatric doctors, legal officers and lawyers, marriage counselors, and clergy.
9. At the conclusion of the interview, the advisor should ensure the student clearly understands the actions required of

him or her, plus any actions which are to be taken by others to correct the problem. This may involve a written schedule of specific items to be accomplished by the student. Follow-up should be initiated by the advisor to check on progress.

10. The advisor should develop a relationship with the student in order to overcome barriers to communication such as rank or seniority. That being said, care should be taken by the advisor to keep the relationship professional and avoid becoming "overly familiar." The advisor, as any good mentor should, will ensure that counseling doesn't drift into fraternization.